DOCUMENT RESUME

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ABSTRACT

The annotated bibliography provides a general reading list on exceptional children and contains approximately 75 abstracts and associated indexing information for documents selected from the computer file of the Council for Exceptional Children's Information Center and published from 1960 to 1973. It is explained that the abstracts are chosen acdording to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as identification, behavior modification, parents, learning disabilities, mental retardation, language development, and the gifted. (DB)

ED 090713

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EXCEPTIONAL CHILDREN: A GENERAL READING LIST

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 648

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 061 512

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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Summary

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Institution(s)

Contract or grant number

Descriptors—subject terms which
characterize content

Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

ABSTRACTS

ABSTRACT 10053

EC 01 0053 ED N.A.
Publ. Date 64
Lowenfeld, Berthold
Our Blind Children, Growing and Learning with Them.
EDRS not available

Descriptors: exceptional child education; visually handicapped; family (sociological unit); children; child rearing; social development; blind; parent attitudes; nursery schools; kindergarten; eementary grades; residential schools; instructional materials; adolescents; parent responsibility; student placement; infants; children

Written as an aid to parents, this book presents facts on blindness and practical information on the rearing of blind children from infancy through adolescence. Information is given about teaching blind children skills and habits related to eating, toilet training, sleeping, dressing, walking, talking, and playing. Schooling and related questions of readiness, placement, and special materials and methods are discussed. Concerns of the blind adolescent are presented. Questions often asked by parents of blind children are answered in a separate chapter. The appendix lists 34 books and pamphlets about children and blind children, three periodicals and seven organizations concerned with the blind, and sources of information about educational facilities for the blind. This book is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $7.00. (MY)

ABSTRACT 10076

EC 01 0076 ED N.A.
Publ. Date 64
Smith, Bert Kruger
No Language but a Cry.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); emotionally disturbed; residential centers; special schools; parent role; children; mental health; special classes; therapeutic environment; parent child relationship; rehabilitation; child development; etiology; program descriptions; prevention; medical treatment; special services; hospital schools; day care programs; League School; Sonia Shankman Orthogenic School; Hawthorne Center

Written for parents, this book is intended to provide understanding of the disturbed child. Symptoms of emotional disturbance as they appear from infancy through adolescence are listed and possible causes noted. Parents are told how to obtain professional help and the kinds of service that are available. Educational and treatment aspects of facilities such as special classes, special schools, day centers, foster homes, residential centers, and hospitals are discussed. Programs of three treatment centers, the League School, the Sonia Shankman Orthogenic School, and the Hawthorne Center are described. Recommendations for prevention and treatment are made. This document is available from Beacon Press, Boston, Massachusetts, for $5.00. (MY)

ABSTRACT 10240

EC 01 0240 ED N.A.
Publ. Date 67
Cruickshank, William M.
The Brain-Injured Child in Home, School, and Community.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for $6.50. (DF)

ABSTRACT 11284

EC 01 1284 ED N.A.
Publ. Date 25 Apr 66 192p.
Egg, Maria
Educating the Child Who Is Different.
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.50).

Descriptors: exceptional child education; mentally handicapped; curriculum; family (sociological unit); parent counseling; parent attitudes; parent teacher cooperation; day schools; residential schools; placement; teaching methods; student characteristics; art; music; mathematics; language arts; religious education

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part 1 considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

ABSTRACT 12063

EC 01 2063 ED N.A.
Publ. Date 67 30p.
Brown, Spencer F.
Cleft Palate, Cerebral Palsy.
EDRS not available
Harper and Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 7, P360-389.

Descriptors: exceptional child education; speech handicapped; cleft palate; physically handicapped; cerebral palsy; medical treatment; speech therapy; teacher attitudes

Cleft palate is described; its characteristic speech and its treatment are considered. In addition, cerebral palsy is discussed in terms of types, effects, characteristic speech and treatment. The classroom teacher's attitude toward the cerebral palsied child and understanding of the physically handicapped are surveyed. (JD)

ABSTRACT 12064

EC 01 2064 ED N.A.
Publ. Date 67 43p.
Keaster, Jacqueline
Impaired Hearing.
EDRS not available
Harper and Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 8, P390-432.

Descriptors: exceptional child education; aurally handicapped; acoustics; audition (physiology); audiometric tests; teaching methods; hearing loss; speech reading; speech handicaps; hearing aids

This consideration of the hearing impaired treats basic concepts concerning sound, the anatomy of the ear, the extent of hearing impairment, and audiometric tests. Suggestions are made for the classroom, and types of hearing impairment are defined and related to speech difficulties. Techniques of teaching speech reading and the use of hearing aids in the classroom are described. (JD)

ABSTRACT 20291

EC 02 0291 ED N.A.
Publ. Date Oct 68 40p.
Ramsey, David A.; Drummond, Theodore L.
Annotated Bibliography of Selected Readings in Psychiatric Rehabilitation for Rehabilitation Counselors.
Pittsburgh University, Pennsylvania, Research and Training Center in Vocational Rehabilitation
Department of Health, Education, and Welfare, Washington, D. C., Social and Rehabilitation Service
EDRS not available
Research & Training Center in Vocational Rehabilitation, 727 Goucher Street, Johnstown, Pennsylvania 15905.

Descriptors: exceptional child services; emotionally disturbed; vocational rehabilitation; rehabilitation counseling; annotated bibliographies; psychiatric services; rehabilitation centers; employment; institutionalized (persons); counseling

Selected articles from professional papers, periodicals, and pamphlets covering the period from March, 1956 to October, 1968, are presented as an aid to vocational rehabilitation professionals and to researchers who need reference material in the area of psychiatric rehabilitation. The material review covers the following topics: hospitalization (53 entries), post hospitalization (35 entries), half-way houses (20 entries), and employment (39 entries). Selected articles are recommended for new counselors to psychiatric rehabilitation, trained counselors with experience in psychiatric rehabilitation, or counselors interested in recent research. Each article is briefly described. (LE)

ABSTRACT 20609

EC 02 0609 ED N.A.
Publ. Date 64 155p.
Egg, Maria
When a Child is Different; A Basic Guide for Parents and Friends of Mentally Retarded Children.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.75).

Descriptors: exceptional child education; mentally handicapped; parent attitudes; family influence; self care skills; eating habits; speech skills; training techniques; interpersonal competence; social integration; child rearing; parent role; parent child relationship; social development; teaching methods

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the benefits and instruction of good habits and general training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking, speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

ABSTRACT 21017

EC 02 1017 ED N.A.
Publ. Date 64 18p.
Swinyard, Chester A.
The Child with Spina Bifida.
New York University, New York, Institute of Physical Medicine and Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Association for the Aid of Crippled Children, 345 East 46th Street, New York, New York 10017.

Descriptors: exceptional child services; physically handicapped; parent education; medical treatment; etiology; physical therapy; self care skills; medical evaluation; health; Spina Bifida

Designed to aid parents of children with spina bifida in adjustment and understanding of the condition, the booklet presents information on causes and aids. Included are discussions of the definition of the condition, the problems involved, early treatment, bowel and bladder management, physical therapy, etiology, and sources of help. The pamphlet is couched in nontechnical language and has several informative diagrams. (JM)

ABSTRACT 21739

EC 02 1739 ED N.A.
Publ. Date 68 164p.
Kirk, Samuel A. and Others
You and Your Retarded Child.
EDRS not available
Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 ($1.50).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent participation; mental retardation; child development; parent child relationship; behavior problems; community programs; language development; behavior development; social development; self care skills; child rearing; residential care

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

ABSTRACT 22001

EC 02 2001 ED N.A.
Publ. Date 69 373p.
Roucek, Joseph S., Ed.
The Slow Learner.
EDRS not available
Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantagement

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

ABSTRACT 22141

EC 02 2141 ED N.A.
Publ. Date Feb 69 248p.
Lukens, Kathleen; Panter, Carol
Thursday's Child Has Far to Go.
EDRS not available
Prentice-Hall, Inc., Publishers, Engelwood Cliffs, New Jersey 07632 ($5.95).

Descriptors: physically handicapped; special health problems; aphasia; diabetes; mongolism; family relationship; family attitudes

Written in narrative form, the text contains four studies of handicapped children and the problems they and their families must face. The conditions discussed are aphasia, diabetes, mongolism, and osteogenesis imperfecta congenita. Emphasis is placed on the process of adjustment. (JM)

ABSTRACT 22218

EC 02 2218 ED N.A.
Publ. Date 69 128p.
Egg, Maria
The Different Child Grows Up.
EDRS not available

John Day Company, Inc., 62 West 45th Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; parent education; young adults; adolescence; sex education; marriage; travel training; emotional adjustment; leisure time; vocational development; family relationship; incidence

Designed for parents and friends of the mentally handicapped, the text deals with the periods of youth, adolescence, and adulthood. Areas discussed are attitudes toward handicapped children, incidence, growth, puberty, sex education, marriage, travel training, emotional maturity, and the role of the institution. Also of concern are the problems of the handicapped adult, vocational training, sheltered workshops, leisure time activities, and problems inherent in old age. The text is written in easily understood, nontechnical language. (JM)

ABSTRACT 22744

EC 02 2744 ED N.A.
Publ. Date 69 138p.
McCarthy, James J.; McCarthy, Joan F.
Learning Disabilities.
EDRS not available
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

Descriptors: exceptional child education; learning disabilities; educational methods; etiology; identification; educational diagnosis; teacher education; educational research; legislation; parent participation; classroom techniques

An attempt to collate basic knowledge concerning learning disabilities, the text discusses the background and definition of learning disabilities, and its identification, etiology, and epidemiology. Guidelines for diagnostic evaluation are presented as are approaches from perceptual motor, developmental, visual, neurophysiological, linguistic, and diagnostic-remedial points of view. Additional topics considered are illustrative classroom programs, teacher preparation, educational research, parent groups, special education legislation, and future prospects. (JM)

ABSTRACT 23309

EC 02 3309 ED N.A.
Publ. Date 66 241p.
Frankel, Max G. and Others
Functional Teaching of the Mentally Retarded.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child education; educable mentally handicapped; trainable mentally handicapped; psychomotor skills; perceptual motor coordination; teaching techniques; manipulative materials; educational games; mentally handicapped; functional teaching

The text is intended as a practical aid to teachers and other professionals working with educable and trainable mentally handicapped children, and as a textbook for use in teacher training institutions. The first part of the book discusses the principles and practices of functional teaching: its nature, objectives, methods and means of implementation, the relation of historical and contemporary theories to functional teaching, teaching motor activities, perceptual training, motor-perceptual integration, and several case histories. The second and major portion presents over 100 teaching aids and devices utilized for basic physical-perceptual development, the advancement of those skills, and their integration. Many illustrations and instructions for construction of many of the devices accompany the descriptions of the games, objects, materials, exercises, and other techniques for improving physical and perceptual skills. (KW)

ABSTRACT 23520

EC 02 3520 ED N.A.
Publ. Date 68 163p.
Adler, Sol
The Non-Verbal Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: exceptional child services; language handicapped; language development; child development; communication (thought transfer); etiology; therapy; clinical diagnosis; cognitive development; perception; concept formation

Intended for parents and unsophisticated students, the textbook is intended as a practical guide to the understanding of children with retarded language development. Specific therapeutic techniques used in habilitating non-verbal children are described. Specific topics covered are growth and development of communicative behavior, the brain mechanism and communicative behavior, symptoms of dysfunction (auditory, perceptual, conceptual, language, thought, motor) and their causes and testing for each dysfunction, differential diagnosis, and habilitation. Appendixes provide sample forms used to collect case history data and a case history and progress report on a nine year old minimally brain injured child. (MS)

ABSTRACT 30024

EC 03 0024 ED N.A.
Publ. Date Sep 70 224p.
Grost, Audrey
Genius in Residence.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; gifted; individual development; educational needs; family life; adjustment (to environment); biographies

The author recounts the family and school life of an exceptionally gifted child--her son, Michael Grost-- from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200 plus) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture and develop to the fullest talent and genius in the individual child. (KW)

ABSTRACT 30208

EC 03 0208 ED N.A.
Publ. Date 67 562p.
Johnson, Wendell and Others
Speech Handicapped School Children.
EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($8.50).

Descriptors: speech handicaps; articulation (speech); voice disorders; stuttering; speech therapy; retarded speech development; cleft palate; cerebral palsy; aurally handicapped

Intended for introductory courses in speech pathology or education of speech handicapped children, the book deals with four basic concerns: the kinds of speech disorders found in school age children, factors that are frequently related to such disorders, the role of the classroom teacher, and the basic diagnostic and remedial approaches of speech specialists. Disorders of voice and articulation, stuttering, retarded speech development, and speech in cleft palate, cerebral palsy, and impaired hearing are described. Remedial speech programs in public schools are considered. Appendixes list projects for students, suggested term paper topics, class demonstrations of problems, agencies and organizations, and basic features of articulation; the estimation of natural pitch level and a letter to a mother concerned about stuttering are also included. (RJ)

ABSTRACT 30356

EC 03 0356 ED N.A.
Publ. Date 60 270p.
Strang, Ruth
Helping Your Gifted Child.
EDRS not available
E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; gifted; child rearing; child development; parent role; childhood needs; emotional problems

Intended for parents of gifted children, the book contains basic and helpful information on child rearing. Types of giftedness are defined, and what it takes to make a gifted child is explained (influences of heredity, home environment, family relations, opportunities to develop his abilities). The gifted child at the preschool level, elementary school level, and as an adolescent is discussed, with exam-

ples of gifted child behavior presented and indications given to parents as to what they can expect of their children and how they can help guide their development. Problems of gifted children are covered, and the parents' role and responsibility defined. Appended are lists of suggested books for parents and for gifted children at all age levels. (KW)

ABSTRACT 30360

EC 03 0360 ED N.A.
Publ. Date 67 210p.
Khanna, J. L., Ed.
Brain Damage and Mental Retardation: A Psychological Evaluation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: mentally handicapped; minimally brain injured; psychological evaluation; psychological tests; cultural disadvantagement; clinical diagnosis; medical evaluation

The psychological evaluation of brain damage and mental retardation discusses conceptual issues in the evaluation of brain damage and the assessment of deficits associated with brain lesions in subjects with normal and subnormal intelligence. The discriminative validity of psychological tests as indicators of brain damage in the mentally handicapped is explored. Also included are a description of the role of cultural deprivation in central nervous system functioning and the intellectual evaluation of children with major sensory deficits. The role of interpretive parent interviews in child diagnoses, and evaluation problems with residual effects of head injury are examined. Indications for psychological evaluation in mental retardation and neurological disorders are noted. (RD)

ABSTRACT 30447

EC 03 0447 ED N.A.
Publ. Date 70 74p.
Bonner, Ruth E.; Lovett, Mary E.
The Visually Limited Child.
EDRS not available
MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 ($2.50).

Descriptors: exceptional child education; visually handicapped; eyes; historical reviews

The booklet recounts the historical background of blindness from ancient times to the present. Milestones in treatment and important personages in the education of the blind are mentioned. Also discussed are the structure of the eye, visual defects affecting acuity, qualifications of those providing eye health services, and signs of eye trouble in children. A general discussion of the organization and administration of special education facilities for the visually handicapped is included along with a glossary of terms relating to the eye. (KW)

ABSTRACT 30504

EC 03 0504 ED N.A.
Publ. Date 66 32p.
Gardner, Richard A.
The Child's Book About Brain Injury.
EDRS not available
New York Association for Brain Injured Children, 305 Broadway, New York, New York 10007 ($2.00).

Descriptors: exceptional child education; neurologically handicapped; self concept; childrens books; childhood attitudes

The book on brain injury is intended to be read by the brain-injured child or read to him by a parent. An introduction presents the rationale for such books to parents, explaining how an understanding of his handicap and of the possibilities for improvement and satisfactory adjustment in the world can be of great psychological benefit to the child. In simplified language and with drawings, the author explains to the child what the brain does, how all people are different, what brain injury is, kinds of trouble brain-injured children have, and how they can be helped. Some worries that brain-injured children often have are also answered. (KW)

ABSTRACT 30564

EC 03 0564 ED N.A.
Publ. Date 69 54p.
Denner, Patricia
Language Through Play.
EDRS not available
Arno Press, Inc., 330 Madison Avenue, New York, New York 10017 ($.95).

Descriptors: language development; language instruction; preschool children; language handicapped; aurally handicapped; vocabulary development; speech therapy; games

The manual is designed to be used by teachers, parents, or speech therapists to accelerate the development of children's language learning. It may be used with normal preschool children, to reinforce words and concepts already known and to introduce more complex language, or with children having difficulty with language learning or who have hearing problems. The pictures, games, and play activities teach words that will be needed in school, such as names for common objects and activities, colors, spatial relationships, and numbers. Outlined are basic teaching techniques and some games that can be used to introduce and teach the different words and concepts in the book. All the games can be adapted for lipreading or auditory training practice. (KW)

ABSTRACT 30927

EC 03 0927 ED N.A.
Publ. Date 70 57p.
Wicks, Donna Konkel; Falk, Mervyn L.
Advice to Parents of a Cleft Palate Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($3.25).

Descriptors: exceptional child services; speech handicapped; cleft palate; cleft lip; parent education; speech handicaps; child rearing; medical treatment; emotional adjustment; dental health

The book is intended to serve as a source of information for parents of a child with a cleft palate and/or lip. The incidence and etiology of cleft palate are explained, and the speech characteristics of a cleft palate child described. Guidance concerning feeding management and its implications for speech development is given. Advice and details are also given concerning plastic and reconstructive surgery, dental management and its relation to speech, the child's emotional adjustment, and auditory management for the child. Described are some techniques for parents to assist in speech and language development. (KW)

ABSTRACT 31109

EC 03 1109 ED N.A.
Publ. Date 64 202p.
Slaughter, Stella Stillson
The Educable Mentally Retarded Child and His Teacher.
EDRS not available
F. A. Davis Company, 1915 Arch Street, Philadelphia, Pennsylvania 19103 ($4.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; teacher role; teaching methods; student teacher relationship

Written as a textbook for teachers and prospective teachers of the mentally retarded, the text defines the teacher's relationship, and indicates his responsibility, to the student. Emphasized is the teacher as guardian of rights and morals, teaching the child to meet future problems by giving him practice in meeting problems in his present environment. Teacher qualifications, educational principles, use of tests, grouping and programing in the special class, consideration of individual needs, social development, and health and physical education are surveyed. Teaching of the following subjects is discussed (including general teaching suggestions): language, reading, writing, spelling, arithmetic, social studies, manual arts, household arts, use of leisure time, and preparation for adulthood. (KW)

ABSTRACT 31612

EC 03 1612 ED N.A.
Publ. Date 70 24p.
Zoueff, Eleanor S.
From Hearing to Listening.
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907 ($1.95).

Descriptors: exceptional child education; learning disabilities; auditory training; perceptual development; auditory perception; primary grades; class activities

The booklet is a parent-teacher manual for auditory perception training of children experiencing difficulty in this area. The activities and games suggested were developed for use with primary special education classes or groups. The five following types of activities are presented: games for the purpose of auditory training in general activities, auditory training for reading readiness and spelling, arithmetic listening activities, musical games, and science listening activities. (KW)

ABSTRACT 31817

EC 03 1817 ED N.A.
Publ. Date 61 139p.
Van Riper, Charles
Your Child's Speech Problems.
EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($4.50).

Descriptors: exceptional child services; speech handicapped; parent education; etiology; speech therapy; parent role; parent attitudes; family environment

Written to help parents understand speech problems of children, the book covers what speech problems are and what should be done. Explained in detail are the major kinds of speech disorders--problems of articulation, fluency or rhythm, language, and voice. Following this, causes of speech defects are discussed. Numerous examples and anecdotes are cited, as in the preceding discussion of types of disorders. Also discussed is how to create in the home an environment favorable to good speech. Suggested are specific ways in which parents can help their child with a speech problem at home. Illustrations of how other parents have set the proper models of stimulation and correction are given to provide examples to follow. (KW)

ABSTRACT 31885

EC 03 1885 ED N.A.
Publ. Date 70 93p.
Kemp, Robert
Understanding Epilepsy.
EDRS not available
Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003 ($2.50).

Descriptors: special health problems; epilepsy; personal adjustment; parent education

Written for the epileptc and his family, the text presents information of a simple practical nature concerning the illness and its management. Chapters on characteristics of epilepsy, etiology, seizures and convulsions in childhood, drug and surgical treatment, general management, the relationships of drinking and driving to epilepsy, the hereditary factor, marriage and the family, employment concerns, and the community are included. (CD)

ABSTRACT 32170

EC 03 2170 ED N.A.
Publ. Date 71 64p.
Blumenfeld, Jane and Others
Help Them Grow.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($1.75).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent role; parent education; skill development; social development; daily living skills

Although much of the handbook may be useful with different types of handicapped children, it is intended primarily for the parents of young educable and trainable mentally retarded children. Suggestions are provided to assist parents in teaching, in the home, various kinds of basic skills to their children. The suggestions concern family living skills, self-help skills (dressing, toileting, personal hygiene, and feeding), social skills (awareness of self and others, manners, sharing, and safety), communication skills, and sensory and motor skills. The final section, covering further sources of help for parents, lists agencies, national associations, books about handicapped children and mental retardation which would be of particular interest to parents, and books written by parents of handicapped children. (KW)

ABSTRACT 32179

EC 03 2179 ED N.A.
Publ. Date 70 252p.
D'Ambrosio, Richard
No Language But a Cry.
EDRS not available
Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017.

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; child abuse; case studies; biography; psychotic children

The case history of a 12 year old physically deformed, emotionally disturbed mute girl is recounted in a personal narrative by the psychoanalyst who treated her. The author describes the girl's background of severe abuse at the hands of alcholic mentally ill parents. Investigations into the parents backgrounds and interviews with each help in the understanding of the child's complete withdrawal from the world around her. Working in the institution (for abandoned children) setting in which the girl had spent her last 7 years, the author describes the child's gradual return to the world as a functioning human being. (CD)

ABSTRACT 32446

EC 03 2446 ED N.A.
Publ. Date 70 98p.
Akens, David S.
Loss of Hearing and You.
EDRS not available
Strode Publishers, 6802 Jones Valley Drive, S. E., Huntsville, Alabama 35802 ($4.50).

Descriptors: aurally handicapped; hard of hearing; hearing loss; etiology; hearing aids; surgical treatment; public information

Written by a layman for the layman, the book answers in clear language many of the questions concerning hearing loss which often go unasked by the patient and unanswered. Described are the various types of afflictions which cause hearing loss, and opportunities that are available for the improvement of hearing are explained. Problems concerning hearing aids are covered, ranging from determination of the need for a hearing aid to the problems of selecting the appropriate one. The possibilities of surgery to improve hearing are also explained. A personal account of the author's own successful experience of undergoing otological surgery is included. (KW)

ABSTRACT 33105

EC 03 3105 ED N.A.
Publ. Date 71 165p.
Blodgett, Harriet E.
Mentally Retarded Children: What Parents and Others Should Know.
EDRS not available
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($5.95).

Descriptors: mentally handicapped; parent role; parent attitudes; family problems; language development; intelligence tests; exceptional child education; emotional adjustment; parent education; child rearing

Written to help parents and teachers understand mental retardation, the text offers factual information and guidance to assist in the development of emotional maturity needed to cope with the problems of caring for a retarded child. The dimensions and causative factors are discussed, and intelligence tests and their results are explained. Establishing expectations for the children, the ways in which they learn, speech and language development, the importance of feelings, and capitalizing on social assets are examined. How to make better use of professional help is considered as are the purposes of special education, problems of family living, the adolescent years, and planning for the future. A discussion of the emotional problems in acceptance and adjustment is especially directed to parents. (RJ)

ABSTRACT 33214

EC 03 3214 ED N.A.
Publ. Date 65 162p.
Bergmann, Thesi
Children in the Hospital.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($3.00).

Descriptors: exceptional child services; hospitalized children; physically handicapped; special health problems; hospitals; emotional adjustment; psychiatric services; psychological needs; psychotherapy; adjustment problems

Written by a hospital child therapist, the book deals with hospitalized children--their experiences, and their reactions to chronic or long-lasting illness, to medical and surgical treatment, to discomfort, as well as their emotional adjustment to separation from home and to these new experiences. The psychoanalytic theory of child development is drawn upon for an understanding of such children's attitudes and behavior. The first part of the book describes Rainbow Hospital, one of the University Hospitals of Cleveland, Ohio, in terms of setting, its function as a long-stay hospital, visiting rules, admission procedures and reactions, and relations with the nursing and medical staff. Part II concerns the hospitalized children and describes preparations for surgery, successful and unsuccessful; typical reactions to specific illnesses and handi-

caps; illness misunderstood as punishment; denials, regressions, other defensive devices, and constructive resources; illness and personality development, involvement with the mother; and return home. Concluding the book is a chapter by Anna Freud, discussing severe chronic versus minor acute illness, the interaction between mind and body, and the technique of mental first aid in a children's hospital. (KW)

ABSTRACT 40042

EC 04 0042 ED N.A.
Publ. Date 71 436p.
Eisenson, Jon; Ogilvie, Mardel
Speech Correction in the Schools. Third Edition.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022 ($7.95).

Descriptors: exceptional child services; speech handicapped; speech therapy; speech improvement; language development; speech therapists; teacher role; speech pathology; articulation (speech); speech physiology

The volume, intended to introduce readers to the problems and therapeutic needs of speech impaired school children, first presents general considerations and background knowledge necessary for basic insights of the classroom teacher and the school speech clinician in relation to the speech handicapped child. Discussed are the classification and incidence of speech defects, speech correction services, and normal speech (standards of speech, the mechanism for speech, production of speech sounds, and language development). Emphasized are the roles and scope of the classroom teacher and the speech clinician in cooperating to achieve common objectives. Focused upon in the second half of the book are specific speech problems and how they affect the child's overall functioning. Delayed or retarded speech, defects of articulation, voice disorders, stuttering, speech and impaired hearing, cleft palate, and brain damage or dysfunction are examined. In each case the discussion covers the nature and cause of speech disturbance, implications for therapy, therapeutic techniques of the speech clinician, and the related role of the classroom teacher. (KW)

ABSTRACT 40043

EC 04 0043 ED N.A.
Publ. Date 71 438p.
Kephart, Newell C.
The Slow Learner in the Classroom. Second Edition.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($8.95).

Descriptors: exceptional child education; slow learners; learning disabilities; perceptual development; perceptual motor learning; teaching methods; cognitive development; sensory integration; visual perception; chalkboards

The volume addresses itself to two basic competencies needed by teachers of the slow learning child: a rationale permitting consistent interpretation of the child's learning behavior and a repertory of techniques for presenting information in a myriad of ways, from which the teacher can select classroom presentation methods most appropriate for each slow learner. Part I, Development and Achievement, presents a rationale for learning based on two primary principles: development and generalization. Major topics discussed are the course of cognitive and perceptual development, generalization, motor bases of achievement, the perceptual process, development of form perception, space discrimination, and the time dimension. Part II, Training Activities, is a series of teaching techniques related to successive steps in the rationale. Covered are the training process, perceptual-motor training, the perceptual-motor match, training ocular control, chalkboard training, and training form perception. (KW)

ABSTRACT 40100

EC 04 0100 ED N.A.
Publ. Date 71 118p.
Mindel, Eugene D.; Vernon, McCay
They Grow in Silence.
EDRS not available
National Association of the Deaf, 905 Bonifant Street, Silver Spring, Maryland 20910.

Descriptors: aurally handicapped; child development; parent attitudes; language development; communication (thought transfer); oral communication; parent education; psychological characteristics

The book on the deaf child and his family contains psychological and psychiatric information related to deafness. The discussion of the hearing man's bias, i.e., how he interprets the deaf person's life, is aimed at uncovering the origin of these biases. The impact of the deaf child on his family is examined, including the reaction of the parents, their various feelings following the confirmation of deafness in the child and the role of the professional. The primary causes of deafness are explained. The discussion of issues in the testing of hearing is intended to acquaint the parent with what he may expect during the evaluative process. Also covered are the social, educational, and language development of the deaf child, with emphasis on growth of language from a psychological and psycholinguistic point of view; the values of total communication over oralism; and the vocational, educational and psychological outcomes of deafness, in which various research studies are summarized. (KW)

ABSTRACT 40102

EC 04 0102 ED N.A.
Publ. Date 71 100p.
Hepworth, T. S.
Dyslexia: The Problem of Reading Retardation.
EDRS not available
Lawrence Verry, Inc., Publishers, Mystic, Connecticut 06355 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; theories; etiology; remedial reading

The account of the nature of the problem of dyslexia and the various approaches to it is intended for teachers, parents, and students. Its main purpose is stated to be the discussion and illustration of viewpoints on dyslexia. Outlined are varying kinds of views as to the definition of dyslexia, different kinds of dyslexia, causes of reading disabilities, and ways of diagnosing and dealing with such difficulties. Included is case material illustrating ways in which some workers in the field have applied their theories to diagnosis and treatment of particular cases. Indicated is representative thinking about the problem by psychologists, educationalists, psychoanalysts, and neurologists. The final chapter presents results from some of the author's personal research on dyslexia, particularly the effects of familial influence and emotional maladjustment on the problem. (KW)

ABSTRACT 40519

EC 04 0519 ED N.A.
Publ. Date 71 349p.
Wilson, John A. R., Ed.
Diagnosis of Learning Difficulties.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.95).

Descriptors: handicapped children; learning difficulties; educational diagnosis; identification; learning disabilities; etiology

Written for teachers by specialists in various educational and medical fields, the book concerns the diagnosis of different kinds and causes of learning difficulties. Chapters are written in a conversational style, with questions and answers inserted in the text. Following the introductory chapter, which reviews the model and research on the Wilson-Robeck Learning-Motivation Theory, visual, speech, and hearing problems encountered in the classroom are discussed. As in the following chapters, the purpose is to draw attention to symptoms to which teachers should become sensitive, particularly for referral purposes. Other chapters describe neurological dysfunctions, particularly epilepsy and dysphasia; reading and language difficulties, including identification of some factors producing problem readers, of similarities and differences in the mental function of problem readers, and prevention; culturally disadvantaged children; the emotionally disturbed; the educationally handicapped, who, in California, are those who cannot learn well for a variety of motivational or emotional reasons; the socially maladjusted; and the mentally retarded. (KW)

ABSTRACT 40520

EC 04 0520 ED N.A.
Publ. Date 71 166p.
Volpe, E. Peter
Human Heredity and Birth Defects.
EDRS not available
Pegasus Publishers, 850 Third Avenue, New York, New York 10022 ($6.95 HC, $1.95 PB).

Descriptors: anomalies; heredity; genet-

ics; prenatal influences; infancy; pregnancy; biological influences; metabolism

The nontechnical discussion of heredity and birth defects is addressed to the layman and considers the interaction of nature and nurture in the developmental process. Described is how nature, in the form of normal and abnormal genes and of normal and abnormal behavior of chromosomes, interacts with the nurture of the mother's womb as it is influenced by molecules, diseases, drugs, and chemical additives. Cause and control of such hereditary defects as thalidomide deformities, mongolism, sickle cell anemia, cystic fibrosis, and enzyme-deficiency diseases are reviewed. Following a description of embryonic and fetal development, aspects of heredity are examined in terms of the following categories: environmentally determined abnormalities, gene-associated defects, fetal malformations of chromosomal origin, sex chromosomes and abnormalities, sex differences in cells, maternal-fetal blood incompatibility (Rh factors), gene-enzyme defects, and molecular diseases. (KW)

ABSTRACT 40594

EC 04 0594 ED N.A.
Publ. Date 71 148p.
Wagner, Rudolph F.
Dyslexia and Your Child: A Guide for Parents and Teachers.
EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; teaching methods; tutoring; remedial reading; educational diagnosis; identification; parent role; parent education; visual perception

ABSTRACT 40949

EC 04 0949 ED N.A.
Publ. Date Mar 72 562p.
Telford, Charles W. Sawrey, James M.
The Exceptional Individual. Second Edition.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($10.95).

Descriptors: exceptional child education; handicapped children; textbooks; adolescents; adults; personal adjustment; social adjustment; social attitudes; educational needs; family role; older adults

The second edition of the introductory textbook on the exceptional individual emphasizes the humanistic viewpoint in dealing with the socially devalued classes of deviant people. Although the book focuses on exceptional children and youth, exceptional adults and older adults are also considered, for much of the discussion pertains to those characteristics and needs common to all or most of the categories of exceptional people. The introduction to exceptionality considers some basic psychological and social matters, deviance and adverse social attitudes, care and educational needs of the exceptional individual, and family and personal problems of exceptional people. Examination of intellectual exceptionality covers the intellectually superior, creativity, general considerations on the mentally retarded, mild mental retardation, severe mental retardation, and learning disabilities. Personal problems, social adjustment, and educational needs of the visually handicapped, the aurally handicapped, the physically handicapped, the epileptic, and the speech handicapped are reviewed. Examination of social deviance includes topics of adjustment, anxiety, withdrawal, aggression, delinquency, and maladjustment. Various aspects of cultural disadvantagement are discussed, followed by a summary of various problems of aging. (CB)

Outlined in detail are methods parents and teachers can use to assess reading disability and tutor the dyslexic child when professional help is not available. Danger signals of poor reading are explained, as is how to assess the level or degree of the dyslexic condition. Mixed dominance and the minor brain damage which may have caused the problem are explained. Steps are outlined for a 15-minute-a-day program of tutoring beginning at the child's present level of functioning. Exercises are given for visual-motor coordination, figure-ground perception, perceptual constancy, orientation and position in space, rhythm, and auditory and other sense perceptions. Summarized are some specific remedial techniques and methods commonly used in the teaching of reading, and some methods for helping the dyslexic child keep up with general information that other students may gain from reading.

ABSTRACT 40670

EC 04 0670 ED N.A.
Publ. Date Dec 71 244p.
Lowenfeld, Berthold
Our Blind Children: Growing and Learning with Them.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; visually handicapped; child development; parent education; educational needs; maturation; parent attitudes

Written primarily for parents of blind children, the book clearly explains the development, education, and training of blind children. The author first emphasizes that the blind baby does not know that he is blind, and that the blind baby needs all the love and attention he can get. Selected facts relating to blindness in the U.S. are presented. Discussion of the blind child's growing toward independence includes learning to eat, toilet training, sleeping habits, learning to dress, gaining body control and learning to walk, learning to talk, play and experiences, music, and emotional growth. Examined next are parent attitudes, nursery school, and kindergarten. Discussion of the school age child covers readiness, educational placement, residential school, special programs in public schools, and home school relations. Understanding special methods of teaching the blind child, special concerns of the blind adolescent, and the needs of blind children with additional handicaps are reviewed. A concluding section on questions parents often ask includes matters such as the blind child's having a pet, disciplining the blind child, explaining visual experiences to the blind child, the need for parents to learn braille, and explaining sexual differences to the blind child. (CB)

ABSTRACT 40963

EC 04 0963 ED N.A.
Publ. Date 72 478p.
Kirk, Samuel A.
Educating Exceptional Children.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; handicapped children; textbooks; child development; incidence; identification; clinical diagnosis; individual characteristics; etiology; educationa3 needs; educational opportunities

Designed as an introductory college textbook to exceptional children, the book attempts to bring a stated integrated and unified approach to the biology, physiology, sociology, psychology, and education of exceptional children. The author claims to rely on the concept of intraindividual differences or discrepancies in an exceptional child's development as the book's underlying premise. The exceptionalities examined include learning disabilities, speech handicapped, intellectually gifted, mental retardation, auditory handicaps, aurally handicapped, visually handicapped, neurologically handicapped, and behavior disorders. In general, the kind of information discussed for each exceptionality consists of definitions of the exceptionality, incidence, identification, diagnosis, individual characteristics, etiology, educational needs and opportunities, and references. A concluding brief chapter reviews the role of pertinent administrative organizations. (CB)

ABSTRACT 41111

EC 04 1111 ED N.A.
Publ. Date 72 421p.
Newby, Hayes A.
Audiology. Third Edition.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($11.95).

Descriptors: exceptional child services; aurally handicapped; audiology; textbooks; hearing aids; hearing conservation; hearing loss; hearing therapy; diagnostic tests; testing problems; clinical diagnosis; auditory tests

Designed as an introductory textbook for the beginning student in audiology, the book is thought to be helpful to professional people as well. A short discussion of the lineage of audiology begins the book. A chapter on what and how one hears focuses on the physics of hearing, the human mechanism of hearing, and

the physiology of hearing. Examined next are conductive impairments, sensori-neural impairments, and other hearing disorders. A short chapter reviews the development of hearing tests. Lengthy examination of testing the hearing function by pure-tone audiometry includes sections on equipment required, air-conduction testing, bone-conduction testing, maintenance of the audiometer, the audiogram, and cautions for the examiner. The use of speech audiometry in testing the hearing function is analyzed next. Discussion of special problems in hearing testing include treatment of pre- and postoperative audiometry, tests for determining presence of functional or nonorganic hearing problems, tests for identifying site of lesion, and testing children. Following is a discussion of public school hearing conservation programs, a detailed examination of industrial audiology, the handicap of hearing impairment, training the hearing impaired child, rehabilitating the hard-of-hearing adult, and the profession of audiology. (CB)

ABSTRACT 41114

EC 04 1114 ED N.A.
Publ. Date 66 177p.
Hoffer, Abram; Osmond, Humphry
How to Live with Schizophrenia.
EDRS not available
University Books, Inc., 1615 Hillside Avenue, New Hyde Park, New York 11041 ($5.95).

Descriptors: exceptional child services; emotionally disturbed; schizophrenia; etiology; theories; medical treatment; megavitamin therapy

Addressed to the public and to the victim of schizophrenia, the book employs general language in order to explain the nature, etiology, theory, and medical treatment of schizophrenia. The authors explain that schizophrenia is basically a physical illness brought about by disturbances in the biochemical balance of the body that have been determined by genetic disposition. Discussed are stress and the sex factor, inheritance of schizophrenia, physical changes, psychological changes, warning signs, and self diagnosis. Evidence cited suggests that schizophrenia may be caused by a defective adrenal metabolism resulting in production of a poison in the blood of its victims. A proposed theory states that the schizophrenic toxin interferes with normal brain functions and brings about disturbances and changes in perception, mood, thought, and personality. The authors have experimented with a treatment for schizophrenia that involves megavitamin therapy, the giving of megadoses of vitamin B-3 to the schizophrenic patient. Vitamin B-3, also known as niacin, nicotinic acid, or nicotinamide, has been found to counteract the schizophrenic toxin. The activities of Schizophrenics Anonymous are also mentioned. (CB)

ABSTRACT 41233

EC 04 1233 ED N.A.
Publ. Date 72 122p.
Ulrich, Sharon
Elizabeth.
EDRS not available
University of Michigan Press, 615 East University, Ann Arbor, Michigan 48106 ($4.95).

Descriptors: visually handicapped; blind; child rearing; child development; biographies; family role; maturation

The account of raising a blind child is written by a mother whose fifth child was born prematurely and became blind due to retrolental fibroplasia, a result of oxygen administered soon after birth. The first 5 years of the child's life in the family are described. Commentary is provided by two professionals who had extensive contact with the child through the University of Michigan Child Development Project, a research project studying psychology and development of babies blind from birth but otherwise undamaged. The account stresses the value of rearing a blind child on many of the same principles as a normal sighted child, while pointing out areas in which the blind child develops more slowly and needs stimulation and assistance. (KW)

ABSTRACT 41407

EC 04 1407 ED N.A.
Publ. Date 72 203p.
Viscardi, Henry, Jr.
But Not on Our Block.
EDRS not available
Hill and Wang, Inc., 72 5th Avenue, New York, New York 10011 ($6.95).

Descriptors: exceptional child education; physically handicapped; special schools; community attitudes; discriminatory attitudes (social); legal problems; educational facilities

Recounted are problems surrounding the construction of a school building, with gymnasium and cafeteria, for some 200 severely physically handicapped children who were homebound because of disability, unable to attend regular schools. Focused upon are the struggles with community members and groups opposed to construction of the school in their suburban neighborhood. The community's sentiments of fear, distrust, and prejudice caused it to fight vigorously this proposed expansion of facilities already existing for the preschool through high school level handicapped students. At book's end, it is reported that the community's appeal to the New York State Supreme Court was rejected and, despite further litigation pending, construction was ready to begin on the new facility. (KW)

ABSTRACT 41410

EC 04 1410 ED N.A.
Publ. Date 72 622p.
Jordan, Thomas E.
The Mentally Retarded. Third Edition.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($8.95).

Descriptors: mentally handicapped; mental retardation; family characteristics; child development; residential care; language development; clinical diagnosis; herapy; etiology

The text on mentally retarded children and adults discusses the major social, psychological, educational, and medical aspects of retarded development. Following a delineation and definition of mental retardation, the methodology and various styles of research in the field are summarized. The family of a retarded person is examined in terms of emotional adjustment, counseling, and child rearing. Three theories of child development are analyzed (Soviet work, Piaget's genetic epistemology, the Montessori movement). Behavioral, cognitive, and social characteristics of the retarded are described, as is residential living for the retarded. Additional chapters focus on language development and problems, psychodiagnostics, etiology, patterns of development, various types of therapies, education, and independent living. (KW)

ABSTRACT 41415

EC 04 1415 ED 060 578
Publ. Date 68 14p.
Beckman, Kenneth R.
Characteristics of the Child with Learning Disabilities.
Illinois State University, Normal, Department of Special Education
Illinois State Office of the Superintendent of Public Instruction, Springfield, Instructional Materials Center Section
EDRS mf,hc
Speech Given at the Workshop on Learning Disabilities-Identification and Remediation (Chicago, Illinois, January 13, 1968).

Descriptors: learning disabilities; behavior problems; behavior patterns; class management; student behavior

The discussion, addressed to teachers, enumerates and describes behavioral characteristics which are commonly attributed to the learning disabled child. Characteristics covered include hyperactivity, dis-inhibition, inability to handle frustration (catastrophic reaction), perseveration, distractibility or reaction to detail, intensity of response, rigidity (insistence on status quo), guilelessness, awkwardness, destructiveness, and social immaturity. Brief suggestions are made to the teacher for handling classroom behavior problems arising from these particular characteristics. (KW)

ABSTRACT 41593

EC 04 1593 ED N.A.
Publ. Date 59 32p.
Gallagher, James J.
The Gifted Child in the Elementary School.
EDRS not available
National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($0.25).

Descriptors: exceptional child education; gifted; parent education; teacher education; identification; educational programs

Intended to aid parents and teachers, the pamphlet answers basic questions concerning identification and educational programs for the gifted elementary school child. The questions focus on

identification of the gifted child, the origins of giftedness, the meaning of being a genius, high IQ as a causal factor, problems facing the gifted child and teacher, the meaning of enrichment, providing the environment to enrich, the need for acceleration, curriculum changes, choice of teachers for the gifted, and the effectiveness of special programs. (CB)

ABSTRACT 41765

EC 04 1765 ED N.A.
Publ. Date Apr 72 194p.
Jordan, Dale R.
Dyslexia in the Classroom.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; teaching methods; remedial instruction; visual perception; auditory perception; handwriting

The volume on the diagnosis and correction of reading problems is intended for teachers and other professionals who have neither time nor opportunity for specialized study of perceptual disabilities. Guidelines are given for identifying specific kinds of reading disabilities: visual dyslexia, auditory dyslexia, and dysgraphia. Practical suggestions for correcting each of these problems in the classroom are then provided. The final chapter explains how to distinguish dyslexia from other disabilities. Checklists of distinguishing symptoms are provided in all cases. Appended are instructions for administering the Jordan Oral Screening Test, the Jordan Written Screening Test for Specific Reading Disability, and the Jordan Auditory Screening Test. (KW)

ABSTRACT 41872

EC 04 1872 ED N.A.
Publ. Date 72 191p.
Greenfield, Josh
A Child Called Noah.
EDRS not available
Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: emotionally disturbed; autism; biographies; family (sociological unit); parent attitudes

Written in diary form, the book is a father's account of the first 5 years in the life of his second son, Noah, an autistic child. During his second year Noah began to talk and, although somewhat slow in development, apoeared to be relatively normal. However, by the age of 2 1/2 he had stopped talking, could not perform simple tasks, and would not communicate with his parents. Recounted are the parents' worries and anguish, the effects of Noah's behavior on the family, and the family's efforts to help Noah, which included assistance from an operant conditioning program at UCLA and megavitamintherapy.

ABSTRACT 42183

EC 04 2183 ED N.A.
Publ. Date 72 380p.
Gearheart, B. R., Ed.
Education of the Exceptional Child: History, Present Practices, and Trends.
EDRS not available
Intext Educational Publishers, Scranton, Pennsylvania 18515 ($9.95).

Descriptors: exceptional child education; handicapped children gifted; textbooks; educational programs; educational trends; history; incidence; public schools; identification; community resources

Designed as a basic textbook for students just entering the field of education of exceptional children, the volume introduces all major exceptionalities and the typical public school educational programing provided for these children. Presented first are a practical definition of the exceptional child, a tabular presentation and a brief discussion of the incidence of exceptionalities, a summary of various organizational and instructional plans, and a brief discussion of the role of testing in special education. The different exceptionalities covered are the trainable mentally retarded, the educable mentally retarded, the visually disabled, the deaf and the hard of hearing, speech disorders, children with learning disabilities, the emotionally disturbed, children with physical disabilities and multiple handicaps, and education of the gifted. General kinds of information provided in most of the chapters on the different exceptionalities include public school programs, historical background, supporting services, educational trends, identification, a description of the disability, references, and suggested readings. Concluding the book are a chapter summarizing community resources available for the special education teacher and a chapter discussing major problems and trends in the field of special education. (CB)

ABSTRACT 42421

EC 04 2421 ED N.A.
Publ. Date 72 90p.
Hamilton, Ellen B., Ed.
My Child Can't Read.
Citizens Committee for Reading, Inc., 5111 Battery Lane, Bethesda, Maryland 20014 ($1.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; reading; elementary education; secondary education; identification; guidelines; prevention; remedial reading; school services; special classes; drug abuse; Maryland

The handbook is intended for parents, teachers, and other professional personnel concerned with the reading instruction of elementary and secondary school learning disabled students, as a guide for identification and remediation of reading difficulties. Part one, entitled prevention of school failure, discusses symptoms of learning disability, suggests methods and activities for parents and teachers to use with the child, and provides guidelines for a parent school working relationship. Part two explains special resources of the public schools including special education programs and services in Montgomery County, Maryland. Part three contains discussion of the role of specialists outside the school and use of drug therapy from a psychologist's and parental point of view. Part four concerns family life and the learning disabled child's need for structure. Explained for use by parents are methods of structuring routine self help tasks, helping with schoolwork and aiding in development of social skills. Also discussed are problems of the older learning disabled child and the adult dyslexic. Part five contains information about related agencies, clinics, centers, and residential and day schools in the Washington metropolitan area. (LL)

ABSTRACT 42423

EC 04 2423 ED N.A.
Publ. Date 71 143p.
Barnes, Marylou R.; Crutchfield, Carolyn A.
The Patient at Home.
EDRS not available
Charles B. Slack, Inc., 6900 Grove Road, Thorofare, New Jersey 08086 ($14.95).

Descriptors: exceptional child education; physically handicapped; amputees; homebound; physical fitness; physical therapy; home instruction; family role; equipment; sensory aids; equipment utilization

The manual of exercise programs, self help devices and home care procedures is intended for use by a physically handicapped or post-operative patient and his family at home under the supervision of a skilled specialist. Each of the seven sections is illustrated and may be removed for use by individuals and a place is provided for medical personnel to indicate the number of repetitions and times daily. The section of home exercise programs consists of approximately half the total number of pages and presents 14 exercises for the hand, eight exercises for the elbow and wrist, nine assistive shoulder exercises, 14 active and resistive shoulder exercises, six scapula exercises, seven post thoractomy exercises, 11 exercises for toe and ankle, 11 exercises for the knee, nine exercises for the hip, 9 passive and assistive exercises for the upper extremity and seven exercises for the lower, seven extension exercises, 37 flexion exercises, six exercises for general body conditioning, posture and body mechanics, six breathing exercises, directions for postural drainage, 11 exercises for prenatal and postpartum care, three exercises for vascular disorders, 19 exercises of the Parkinson program, and 15 exercises of the developmental sequence for infants and nine for adults. The second section concerns amputee programs and presents methods of the pre-prosthetic program for both the above and below knee amputee and six exercises. Section three examines crutch gaits and negotiating steps and curbs with crutches. Section four discusses materials and instructions for use of

equipment such as the arm sling, paraffin bath, ice massage, exercise weights, arm pully, neck traction, standing bars, and parallel bars. A brief section concerns patient aid in bed positioning procedures, transfers and dressing or removing clothes. The final section discusses nursing procedures such as feeding, backrub, bed bath, care of feet, mouth and teeth, use of the bed pan and enema, measuring vital signs, applying bandages, compresses and dressings and injections. (LL)

ABSTRACT 42681

EC 04 2681 ED N.A.
Publ. Date 72 257p.
Melton, David
When Children Need Help.
EDRS not available
Thomas Y. Crowell Company, 666 Fifth Avenue, New York, New York 10019 ($6.95).

Descriptors: exceptional child education; learning disabilities, minimally brain injured: mentally handicapped; parent education; parent role; therapy; diagnostic tests; guidelines; Doman Delacato Method

Written for parents, the volume by the father of a brain injured child offers guidelines for obtaining effective professional assistance for brain injured children. The author records six case histories and discusses the importance of optimism regarding a brain injured child's development, the detrimental effects of medical, psychological and educational labeling, the initial parent doctor encounter regarding suspected brain injury in a child, neighborhood reaction to brain injured children, the ability of school systems to adapt to brain injured children and vice versa, varying opinions of professional education concerning the treatment for children with special learning problems, interviews with psychologists and institutionalization. Also reported are the theory and therapy procedures of the Institute for the Achievement of Human Potential directed by Glenn Doman and Carl Delacato. The book concludes with additional information from the case histories of six children who were treated at the Institute. (GW)

ABSTRACT 42795

EC 04 2795 ED N.A.
Publ. Date 72 32p.
Boone, Daniel R.
Cerebral Palsy.
EDRS not available
Bobbs-Merrrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 ($.95).

Descriptors: exceptional child education; physically handicapped; cerbebral palsy; classification; etiology; medical evaluation; psychology; speech skills; language development

The pamphlet on cerebral palsy briefly explains characteristics, classification and types, etiology, diagnosis, related physical problems, related psychological problems, and related speech and language problems. Cerebral palsy is defined to mean a motor dysfunction secondary to central nervous system damage to the organism before, during, or shortly after birth. Cerebral palsy is explained to be classified according to neuromuscular characteristics: spasticity, athetosis, ataxia, rigidity, and tremor. Etiology of cerebral palsy is discussed in terms of prenatal, paranatal, and postnatal factors such as heredity-genetic factors, cerebral anoxia and cerebral trauma, and traumatic injuries and infectious diseases. Diagnosis is said to be basically the confirmation that the observed motor symptoms are the result of central nervous system damage. Physical problems covered include epileptic seizures, orthopedic surgery, bracing, feeding and nutrition, visual defects, and hearing defects. Psychological problems discussed are mental retardation, perception, perseveration, hyperactivity, distractibility, and poor self concept. Speech and language problems reviewed are articulation disorders, language disorders, voice problems, and prosody disorders. (CB)

ABSTRACT 42838

EC 04 2838 ED N.A.
Publ. Date 71 244p.
Harlow, Steven, Ed. and Others
The Child Who is Special.
EDRS not available
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($6.25).

Descriptors: exceptional child education; handicapped children; mentally handicapped; emotionally disturbed; visually handicapped; mental retardation; behavior problems; behavior changes; educational needs; educational psychology; parent child relationship

Twenty-nine articles on different handicapping conditions are presented in the general volume of readings. Eight papers discuss different aspects of mental retardation such as learning to adapt, community attitudes toward slow learners and mental retardates, effective seatwork for the educable child, and facilitation of memory in the retardate. Behavioral and learning problems are then discussed in 12 papers focusing on topics such as the emotionally handicapped child and the school, educational engineering with emotionally disturbed children, reality therapy, use of standard materials with young disturbed children, modification and maintenance of behavior through systematic application of consequences, communication for the nonverbal child, and approaches to learning problems. Six papers on sensory impairments concern areas such as maternal rejections and blindisms, language and the education of children with early profound deafness, and the workshop classroom furnishings in the learning module. One paper focuses on the disadvantaged child briefly, while one paper treats a statistical technique with special education children. (CB)

ABSTRACT 50016

EC 05 0016 ED N.A.
Publ. Date 72 147p.
Kellogg, Marjorie
Like the Lion's Tooth.
EDRS not available
Farrar, Straus and Giroux, 19 Union Square West, New York, New York 10003 ($5.95).

Descriptors: exceptional child education; emotionally disturbed; child abuse; childhood; family problems; fathers; parent child relationships; literature

Dealing with the tumultuous life of Ben, an 11-year-old emotionally disturbed boy from the New York City area, the short novel candidly tells of the strained interpersonal relations among his family members, the physical abuse received from his father, and the ambivalent nature of his mother. Ben's experiences at an institutional school are described including his search for an individual with which to share some love. The need is finally fulfilled by another neglected child, Madeline, who can readily identify with Ben's feelings. Related is a short episode in which the boy is unsuccessfully sent to a foster home in which the people show a disinterest in his welfare. Insight is given into the background influences that are thought to help form the attitudes of mistreated children. (RS)

ABSTRACT 50088

EC 05 0088 ED 067 803
Publ. Date 29p.
Esche, Jeanne; Griffin, Carol
A Handbook for Parents of Deaf-Blind Children.
Michigan School for the Blind, Lansing
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; deaf blind; parent education; child rearing; multiply handicapped; guidelines

The handbook for parents of deaf blind children describes practical techniques of child care for such activities as sitting, standing, walking, sleeping, washing, eating, dressing, toilet training, disciplining, and playing. For instance, it is explained that some visually handicapped children acquire mannerisms in their early years because they do not have the variety of activities to exercise their muscles that other children have. Various stimulations are suggested as means of distracting a baby's attention from habitual behavior. Techniques for strengthening confidence for walking are said to include allowing the child to use a rope or a stick as a guide initially and tying a string to favorite playthings. It is noted that deaf blind children are rarely totally deaf and totally blind and, consequently, that it is important to provide the child with speech, language, and auditory experiences. (GW)

ABSTRACT 50112

EC 05 0112 ED N.A.
Publ. Date 71 383p.
Anderson, Robert H., Ed.; Shane, Harold G., Ed.
As the Twig is Bent: Readings in Early Childhood Education.
EDRS not available

Houghton Mifflin, 53 West 43rd Street, New York, New York 10036 ($4.76).

Descriptors: early childhood education; child development; preschool children; cognitive development; personality development; curriculum; administrative problems

The volume contains 36 assorted readings on early childhood education. Part 1, intended to convey an historical perspective, contains two general articles and two related to compensatory education and the education of lower class blacks. Part 2, containing nearly one-half of the selections, focuses on aspects related to the development of the preschool child: intellectual and motivational development, personality development, and language development and communication. Part 3, on the education of the young child, is devoted to questions of educational practice. Topics covered in this section are the theory, practice, and evaluation of curriculum (including what to teach, how to teach, and an analysis of various preschool education approaches), the role of educational media, and administrative and program concerns (such as parent participation, the role and training of paraprofessionals, and needs of teachers for training). (KW)

ABSTRACT 50127

EC 05 0127 ED N.A.
Publ. Date 72 328p.
Jordan, Thomas E., Ed. Cegelka, Walter J., Ed.
Exceptional Children.
EDRS not available
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($8.75).

Descriptors: exceptional child education; handicapped children; gifted; mentally handicapped; aurally handicapped; visually handicapped; physically handicapped; emotionally disturbed; educational trends; educational philosophy; psychology; counseling; parents; parent role

The collection of 33 readings provides a sampling of current issues, trends, and concepts in the education of the gifted, mentally retarded, language handicapped, learning disabled, visually handicapped, physically handicapped, and behaviorally handicapped children. One of the three readings on the gifted child examines the childhood and life style of 64 eminent scientists from a psychological point of view. The efficacy of special class placement for the mentally retarded is one of the four readings on the mentally retarded child. Five readings on the language handicapped child discuss topics such as the hearing impaired pupil in the classroom and counseling parents of stuttering children. Three readings consider the history, early identification, and development of learning disabilities, respectively. Psychological evaluation of blind children is one of three articles on the visually handicapped child. Five readings discuss implications of physical handicaps such as brain injury, aphasia, and cardiac problems. The educational management of the behaviorally handicapped child is considered in three readings. Two readings, one on legal and the other on labeling trends in special education, are followed by three selections on the role of the family and the exceptional child such as family adjustment, to physical disability in children and anticipating a child's death. (DB)

ABSTRACT 50177

EC 05 0177 ED N.A.
Publ. Date 72 280p.
Park, Clara Claiborne
The Siege: The First Eight Years of an Autistic Child.
EDRS not available
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($2.95).

Descriptors: exceptional child education; emotionally disturbed; autism; early childhood; environmental influences; child development; psychiatry; medical case histories; parent role; communication problems

Presented is a mother's personal account of the intensive efforts to bring her autistic child into contact with her environment. Born apparently normal, the child's slow developmental progress and disinterest in human relationships led to a diagnosis of autism at 3 years of age. The mother's detailed efforts to get the child to use effort meaningfully, see with understanding, and hear and respond to verbal and musical communication are described. Perfectly happy in isolation, the child was unable to form relationships even within her own family. The psychiatric professionals consulted by the family were felt to be cold, disapproving, and not helpful until the child was taken to the Hempstead Clinic in England at which the parents found the support and encouragement they needed. Defended is the important contribution parents can make to the therapy of their own children if given professional support and guidance. The tedious word by word process of teaching the child to speak is outlined. Ideas of order and number came quickly but often without meaning and repetitively. At 8 years of age the child was able to function minimally in the family and special school setting.
(DB)

ABSTRACT 50284

EC 05 0284 ED N.A.
Publ. Date 70 153p.
Pushaw, David and Others
Teach Your Child to Talk: A Parent Handbook.
EDRS not available
CEBCO/Standard Publishing Company, 104 Fifth Avenue, New York, New York 10011.

Descriptors: exceptional child education; speech handicapped; learning handicapped; infancy; early childhood; parent education; guidelines; language development; speech evaluation; speech improvement

Written for parents of preschoolers and designed for use in workshops about children's speech and language development, the guide discusses normal speech development, language developmental norms in the form of a question checklist, and suggested activities to stimulate language for a child from birth to 5 years of age. Chapters are organized into 6 month age intervals until 2 years of age and then 1 year intervals until 5 years of age. Crying and comfort sounds in early infancy and nonfluency at about 3 years of age are examples of behavior considered to be normal language development. An average of 20 questions on development at each age are given to check such items as whether the child can tell what he wants by pointing and saying a few words (15-to-18 months) or define four or more common words (4 1/2 to 5 years). Ten to 20 activities to encourage language development are suggested for each age interval such as giving directions (12-18 months) and drawing and tracing (3-to-4 years). A chapter on early recognition of speech and language problems gives specific conditions such as the omission of beginning consonants after 3 years of age which a parent can check in his child. The appendix includes a chronological listing of the normal development of speech sounds, parts of the body used in speaking, and a selection of finger plays, books, and records suggested for language development. An address is given from which the complete kit may be obtained. See EC 050 446 for the workshop manual, also part of the kit. (DB)

ABSTRACT 50327

EC 05 0327 ED N.A.
Publ. Date 73 492p.
Apgar, Virginia; Beck, Joan
Is My Baby All Right?: A Guide to Birth Defects.
EDRS not available
Trident Press, 630 Fifth Avenue, New York, New York 10020 ($9.95).

Descriptors: exceptional child services; handicapped children; anomalies; prenatal influences; genetics; pregnancy; etiology; medical evaluation; medical treatment

Presented is a layman's guide to normal and abnormal prenatal development, the etiology and management of 25 common birth defects such as chromosome abnormalities and mental retardation, prevention of birth defects, and genetic counseling. Explained are basic principles of chromosomes, genes, and deoxyribonucleic acid; normal month by month prenatal development; the effects on infants of gene and chromosome errors, viruses, drugs, and radiation during pregnancy; and the role of birth complications in causing birth defects. Most of the book discusses the causes, symptoms, and management of the following birth defects: sickle cell anemia, birthmarks, cerebral palsy, chromosome abnormalities, cleft lip and cleft palate, clubfoot, cystic fibrosis, diabetes, hearing loss, congenital heart defects, hemophilia, congenital dislocation of the hip, hydrocephalus, inborn errors of metabolism, mental retardation, minimal brain dys-

function, phenylketonuria, pyloric stenosis, Rh disease, rubella, short stature, spina bifida, congenital syphilis, tumors, and visual defects. Considered among the 17 recommendations given for preventing birth defects are the optimum age of parents for conception and ideal spacing of children. The chapter on genetic counseling describes the help a family carrying Tay Sachs disease received. (DB)

ABSTRACT 50731

EC 05 0731 ED N.A.
Publ. Date 73 245p.
Kozloff, Martin A.
Reaching the Autistic Child, A Parent Training Program.
EDRS not available
Research Press, 2612 North Mattis, Champaign, Illinois 61820 ($3.95).

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; parent education; behavior change; behavior theories, operant conditioning; social psychology; socialization; case studies

Reported were the results of an experimental parent training program said to have taught four sets of parents to use behavior modification techniques to effect positive behavior change in their autistic children. The behavioral approach to autism was offered as an alternative to the medical model which was said to include both psychogenic and biogenic schools of thought. Presented were principles of operant conditioning and social exchange theory which were reported to have been the two behavioral approaches on which the training program was based. The parent training program was said to focus on socialization of the child in the family system by changing the behavior patterns of the parents thought to be relevant. During the pre-experimental phase of the study, data were gathered on the child, his problems, and the family. The experimental phase consisted of establishing a baseline of behavior and the parent training program which included initial laboratory training and a longer home training period. After instruction in exchange theory, the parents were trained in basic techniques of management such as the following: creating an effective teaching-learning environment, training the child in increased eye contact and constructive behavior, and a four stage speech training program. Methodology of the experiment included observations before, during, and after training and following the experimental partial reversal of training effects. The training program and progress of each of the four children is given. Luke, a 7 year old boy was seen to engage in bizarre disruptive behavior and little constructive behavior, have no words, and show signs of autistic aloneness. After 11 months of training negative behavior was reported to have sharply reduced in frequency and positive activity and speech to have increased in frequency. (DB)

ABSTRACT 50368

EC 05 0368 ED N.A.
Publ. Date 72 160p.
Goldberg, Herman K.; Schiffman, Gilbert B.
Dyslexia: Problems of Reading Disabilities.
EDRS not available
Grune and Stratton, Inc., 111 Fifth Avenue, New York, New York 10003 ($8.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; textbooks; medical evaluation; educational diagnosis, neurology; visual perception; auditory perception; lateral dominance; prevention

Presented is a text relating medical and educational findings to the problem of the dyslexic child, intended for professionals and educated parents. The dyslexic child is defined as one who, though of normal intelligence and neurological development, is unable to learn to read through conventional teaching. Stressed is the value of predictive tests to single out the young child likely to have a dyslexic learning disability. Psychological evaluation is said to classify child readers as either developmental, corrective, or remedial and recommend specific changes in the psycho-educational environment. Considered in the chapter on central nervous system dysfunction is the evidence for minimal brain damage in dyslexic children. While peripheral visual defects are said to be rarely responsible for a reading disability, perceptual training before 6 years of age is recommended. The author suggests that visual learners and auditory learners be grouped separately for instructional purposes. Psychiatric factors such as an unstable family situation and shifting population are thought to relate to dyslexia. Evidence is presented which indicates that cerebral dominance does not play the important role in dyslexia previously attributed to it. Some reasons for believing that reading disability is genetically determined, such as familial groupings of dyslexia, are examined. Great care is recommended in the use of drugs with children who exhibit learning disabilities. The educational prevention and remediation of reading disabilities are said to require an increased availability of reading specialists, earlier identification and better teacher and parent education. (DB)

ABSTRACT 50836

EC 05 0836 ED N.A.
Publ. Date 71 39p.
Kempton, Winifred and Others
Love, Sex and Birth Control for the Mentally Retarded. A Guide for Parents.
EDRS not available
Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 ($.75).

Descriptors: exceptional child education; mentally handicapped; parent education; sex education; guidelines

The guide is intended to help parents talk to their retarded child about sex and to answer the child's sex-related questions. The term sex education is interpreted to cover all areas having to do with human sexuality, including attitudes, feelings, behavior, and relating to oneself and others. The position is taken that the better informed a child is, the fewer sexual problems he will have. Information is intended to help parents prepare their child to develop into an adult able to respond to love and affection when and where appropriate, whose sexuality is adjusted to his limitations. Topics covered include what parents should tell their children and how, preparation for puberty, masturbation, dating, sexual intercourse, venereal disease, birth control, abortion, marriage, and desire to have children. (KW)

ABSTRACT 50842

EC 05 0842 ED N.A.
Publ. Date 72 162p.
Driekurs, Rudolf
Coping with Children's Misbehavior. A Parent's Guide.
EDRS not available
Hawthorn Books, Inc., 70 Fifth Avenue, New York, New York 10011 ($2.95).

Descriptors: exceptional child education; emotionally disturbed; behavior problems; discipline problems; parent education; guidelines; parent role; behavior patterns; discipline; case studies

The parent guide analyzes children's problems such as extreme misbehavior and maladjustment in terms of four behavior goals and four behavior patterns, recommends methods of child discipline, and provides case illustrations. The author states that disturbing behavior of a child is directed toward one of the following goals: attention getting, striving for power, taking revenge, or displaying inadequacy. Four types of behavior patterns are described: active-constructive, active-destructive, passive-constructive, and passive-destructive. Attention getting is seen to be achieved by all four methods and is illustrated by the behavior of the model child, the show off, the clinging vine, and the poor eater. Examples of tactics said to be used to achieve power are disobedience and dawdling. Revenge is thought to be gained by such means as stealing and bed-wetting, while the display of inadequacy may be by indolence or stupidity. Also briefly considered are pathological reactions such as nervous disorders and psychosis. Recommended are discipline methods which allow natural consequences of negative behavior to occur and the encouragement of active-constructive behavior patterns. Nine case illustrations are given. In one, an 8-year-old girl with signs of compulsive neurosis apparently related to her mother's remarriage was seen to improve as a result of consistency and calmness in the parents. (DB)

ABSTRACT 50905

EC 05 0905 ED N.A.
Publ. Date 69 37p.
Crary, James O. and Others
Your Rights as Parents of a Handicapped Child
EDRS not available

Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Room 400, Chicago, Illinois 60605 South Dearborn, Room 400, Chicago, Illinois 60605 ($.50).

Descriptors: exceptional child education; handicapped children; civil liberties; parents; legal responsibility; parent education; public schools; residential care; guidelines; Illinois

Presented are the legal rights of parents of handicapped children with special emphasis on the services required by law and the steps parents should take to obtain needed services in the state of Illinois. Among the major rights included are the following: a free public education for the handicapped child from 3 to 21 years of age; tuition reimbursement to a private school if the child is too severely handicapped for a public school special education program; an individual care grant to a private residential facility, if the child is on a waiting list for a state institution; vocational rehabilitation and training services; public aid if the handicapped individual is over 21; social security benefits; and income tax exemptions of expenses incurred on behalf of the handicapped child. (DB)

ABSTRACT 51214

EC 05 1214 ED N.A.
Publ. Date 73 104p.
Poteet, James A.
Behavior Modification; A Practical Guide for Teachers.
EDRS not available
Burgess Publishing Company, 7108 Ohmslane, Minneapolis, Minnesota 55435 ($2.95).

Descriptors: exceptional child education; handicapped children; behavior change; operant conditioning; teacher education; inservice teacher education; guidelines; behavior rating scales; behavior theories; reinforcers; evaluation

Intended for inservice and preservice teacher training, the guide applies behavioral principles to the description, measurement, understanding, modification, and evaluation of behavior in normal and handicapped children. Recommended is involvement in a teaching situation during study of the book. Methods of describing behavior through careful observation, clear specification of behavior,and labeling are recommended for the determination of target behaviors. Behavior measurement by means of observation and graphing of behavior rates and ratios is presented. The theory of behavior modification is contrasted to the medical model, and explained are respondent and operant behavior, positive and negative reinforcers, punishment, timing of reinforcement, and stimulus. The application of behavior modification techniques by the teacher is considered to include the finding of effective reinforcers, the avoidance of problems involving negative reinforcers, the use of modeling and diagnostic/prescriptive teaching, and careful selection of stimulus material. Examples are given of the use of behavior modification with emotionally disturbed, disadvantaged, and graduate students. Also noted are classroom management techniques, and given is a chart of behavior modification studies. The chapter on the evaluation of behavior considers writing and graphing of behavioral objectives and the analysis of research designs. Answered are criticisms of behavior modification. A final section gives notes form a 9-year-old boy's cumulative school record. (DB)

ABSTRACT 51313

EC 05 1313 ED N.A.
Publ. Date 73 106p.
Smith, David W.; Wilson, Ann Asper
The Child with Down's Syndrome (Mongolism) Causes, Characteristics and Acceptance.
EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 ($5.75).

Descriptors: exceptional child education; mentally handicapped; mongolism; genetics; etiology; incidence; physical characteristics social development; intelligence level; family attitudes

Addressed primarily to parents, the book considers the genetic causes of Down's Syndrome, the physical, mental, and social characteristics of children with Down's Syndrome, and family adaptation to the presence of a handicapped child. Discussed are the genetic patterns of children with Down's Syndrome, the general risk and recurrence risk for Down's Syndrome, and prebirth detection of the syndrome. Described are physical indications of Down's Syndrome (such as poor muscle tone, short neck, dry skin, and a tendency toward heart defects), the mental and social characteristics of Down's children (including delayed speech, a flair for mimicry, and enjoyment of people), and serious physical problems typical of children with Down's Syndrome including susceptibility to infection, heart problems, problems in the intestinal tract, and eye problems). Included is a photo album of infants, children, and adults with Down's Syndrome in which captions indicate the life style of each S. A final chapter discusses family adjustment to a child with Down's Syndrome, emphasizing the following ideas: honesty about thoughts and emotions; the importance of realizing that each family member requires love and attention; recognition of individual personality of the Down's child; and acceptance and approval of the child with Down's Syndrome. (GW)

ABSTRACT 51450

EC 05 1450 ED N.A.
Publ. Date 72 82p.
Banas, Norma; Wills, I. H.
Success Begins with Understanding.
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 ($2.00).

Descriptors: exceptional child education; learning disabilities; childhood; behavior patterns; test interpretation; parent education; guidelines; success factors; diagnostic teaching; classification

The book compares various subclasses of learning disability by means of behavioral observations and test patterns which point to learning strengths and weaknesses, and gives suggestions for parents in home management and guidelines for teachers in classroom procedure. A chart gives the relation to school success of visual factors, auditory factors, vocal factors, and other developmental factors such as body awareness. Prescriptive teaching is seen to include the identification and remediation of specific learning problems for each of four basic types of learning disability. A chapter on each of the four types describes the child behaviorally, gives a prescriptive teaching guide based on learning patterns revealed by scores on the Wechsler Intelligence Scale for Children and the Detroit Test of Learning Aptitude and offers suggestions to parents and teachers. The vulnerable child is said to have problems with symbols which may lead to being labelled as an underachiever. The gossamer child is hampered by distractibility and hyperactivity and is usually referred to as neurologically impaired. The enchanted prince has perceptual impairments in all learning avenues and may be thought to be mentally retarded. The fragile child suffers from a subtle language disability and a fragile ego often masked by excellent rote memory. It is noted that lack of dominance is related to reading and other academic activities. The influence of learning disabilities on the acquisition of social skills is examined. Stressed is the need for the home and school to foster successful experiences for the learning disabled child. (DB)

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